DOCUMENT RESUME

ED 145 341 CG 011 867

AUTHOR Sherrell, C. Eleanor; Spaulding, Barbara G.
TITLE A Four-Year Career Guidance Program.
PUB DATE Feb 77
NOTE 29p.; Paper presented at the Annual Meeting of the Canadian Personnel and Guidance Association (San Francisco, California, February 18-21, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Aptitude; *Career Planning; *Guidance; High School Students; Individual Development; *Occupational Information; Program Descriptions; Secondary Education; *Student Needs; Values; *Vocational Counseling; *Vocational Interests

ABSTRACT

The counseling staff at a suburban, comprehensive, four-year high school in southern California developed and implemented a Career Guidance program for grades nine through twelve. With assistance and cooperation from teachers, students participated in exploration of vocational interests, personal values, and individual aptitudes in Grades 9 and 10. A needs assessment at Grades 11 and 12 indicated areas in which additional work or information would be of value, and specific workshops were offered to meet expressed needs. At all grade levels and throughout the school year infusion of career information into the regular curriculum encouraged students in personal assessment, and academic and career planning. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C. Eleanor Sherell
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM"

ED145341

C. Eleanor Sherell
Barbara G. Spaulding, Ph. D.
Santana High School
Santee, California

A FOUR YEAR CAREER GUIDANCE PROGRAM

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The following program was developed for a specific community, one possessing some unique qualities, but the program could be easily adapted to other communities and schools. Santana High School is twelve years old, located in a residential community approximately twenty miles northeast of San Diego, California. Santee, an unincorporated area served by the school, has little or no industry, no major shopping center, and few entertainment facilities. A large number of military families live in Santee. The socio-economic status would generally be considered lower middle. Feeder schools to the high school are eight K-8 grade schools which make some attempt to separate seventh and eighth grades into a semblance of a junior high experience.

The general political and cultural tone of the community is conservative. The community has seen tremendous building activity in recent years and what was a rural, even agricultural area a few years ago is rapidly becoming a congested residential community with many large, attractive homes in the $50,000 and above price range, and several condominium and apartment units. Although it is difficult to get much support or participation in school activities, at least partly due to the fact that the school is grossly overcrowded and operates on double session, there is a general feeling of support for and loyalty to the high school within the community and in many ways the school is the center of community-wide activities.

The Citizens' Advisory Committee of the Grossmont Union High School District, of which Santana High School is a member, and the Citizens'

BEST COPY AVAILABLE

BEST COPY AVAILABLE

CG 011867

Advisory Committee at Santana, established Priority Goals for the schools in the district. Among the first five goals was career guidance and counseling for all students. The counseling staff of Santana, one of nine comprehensive, four-year high schools, began to develop plans for a four-year program of career guidance activities. With assistance and cooperation from involved teachers at the ninth and tenth grade levels, career guidance units were written for use by all teachers, with extensive counselor involvement.

In the spring of 1974 implementation of the program began with introduction of the new units in selected ninth grade Geography classes. (Geography is a district-wide required course at ninth grade level.) In the 1974-75 academic year the ninth grade unit was expanded and refined, and a tenth-grade English class career unit was instigated. A needs assessment was administered to all eleventh and twelfth grade students in the 1975-76 year, and in the spring of 1976 workshops and other activities were conducted by counselors to meet expressed needs. An evaluation study was conducted in the spring of 1976 to determine to what extent two years participation in the program had affected students' awareness of their individual career interests and the relationship between interests and aptitudes. A copy of the study is attached. Results indicated that the majority of the students had increased in accurate perception of their own career related interests and aptitudes. The increase in self-knowledge was greatest among those students who were enrolled in classes which were receiving Title I funding of some type.

The 1976-77 academic year saw full implementation of the entire four-year career guidance program. Many teachers and all of the counselors are deeply involved with this program, which constantly evolves and refines itself as needs change, and as new techniques and tools become available.

Following is the program as presented in 1976-77. Certain changes are planned for the future, but they will, at least in the immediate future, be refinements rather than drastic alterations.

C A R E E R G U I D A N C E

SANTANA HIGH SCHOOL

1977

PREFACE

Career education is more than vocational education or the development of employment skills. Career education encompasses all subjects, all students. Career education seeks to aid the student in the understanding of himself, his interests, aptitudes, and values. The student develops skills necessary for coping with a changing world, making decisions, and setting goals. The effect of career education should be the development of the student's academic skills coupled with appropriate vocational and avocational skills to meet the student's personal goals in terms of interests, aptitudes, values, and in the development of a life plan.

The Counseling Department together with interested faculty members has been at work over the past several years in the development of the career education program. The structural elements of the program are presented in the following pages; however, the program itself is constantly undergoing evaluation and revision, consistent with the changing needs of our school population.

Santana High School
Counseling Department
1977

CAREER GUIDANCE PROGRAM

Grade 9

The ninth grade career guidance program is a comprehensive program which seeks to meet the incoming ninth grader's needs through an orientation program to high school, followed with interest exploration and development of initial employment skills. With the aid of teachers in a variety of subject areas, the student should be able to develop an improved understanding of himself and his high school experience.

One will note that many of the activities at this level are large group instructional activities. As the student progresses through his career development, the activities become increasingly individualized.

CAREER GUIDANCE PROGRAM

Grade 9

The following program was begun by the Counseling Department when the Career Guidance Project was fist funded by Title I in the spring of 1974. It has received both formal and informal in-put from ninth grade teachers.

I. Guidance Pre-Test and Post-Test

A. This is a staff developed instrument covering items which a student would need to know in order to function in this school setting, and is used to evaluate the effectiveness of the guidance program.

II. Possible Orientation Activities

A. A visit by 8th graders to Santana in the spring to include:

1. Programming for summer and fall classes.
2. A campus tour.
3. A briefing on registration procedures (ESP).

B. New 9th graders report to Santana on the Mcnday and Tuesday prior to registration week in groups of 10, this visit to include:

1. A campus tour.
2. Distribution of registration materials.
3. An ESP briefing.

C. Orientation activities conducted by Geography teachers during the first week of school, to include:

1. A campus tour.
2. Work on campus maps with attention to areas that provide particular student services and identification of available services.

*III. Peer Introduction Strategies

A. In English classes during the second or third week of classes

* Activities described in this section are optional. Counselors provide these programs or program materials at teacher request.

students participate in two or three days of inter-action activities. Materials are provided for the following:

1. "Introduction Strategy"
2. "Who Am I Like'
3. Teacher choice from alternate selections to be determined

IV. Autobiography and Personnel Folder

A. In English classes in October students do an autobiography and establish a personnel folder in the Career Center.

V. Counseling Activity

A. In math classes, one week after the first progress report, students meet with their own counselor to discuss the following:

1. Progress report concerns
2. Graduation requirements
3. High school transition concerns
4. Items missed in orientation

VI. Interest Testing

A. The P.I.E.S. (Picture Interest Exploration Survey) is administered during the first semester in Geography classes. It is a self-scoring instrument requiring a period for orientation, a period for testing and scoring, and a period for interpreting. This last period's activities are usually conducted in the Career Center so that students can become familiar with the facility and have an opportunity to begin to utilize the materials therein.

VII. Career Education in Geography

A. This particular unit is entitled "Where in the World Are You Going?" It was developed through a combined effort

of the Social Science Department and the Counseling Department. It provides for the infusion of career guidance activities into the geography curriculum through a team effort of counselor and teacher.

B. The activities are:

1. Interest exploration
2. Exploration of the world of work through field trips related to the student's interest(s).
3. Development of minimal employment skills:*
   a. Vocabulary
   b. Social Security Application
   c. Application Forms
   d. Interview Skills

*The skills emphasized at this point are minimal but necessary if the student is going to compete with others in the summer and the coming year for employment. Hopefully, the student will have the opportunity to build upon these skills in subsequent years, not only through planned guidance activities but through course work as well.

CAREER GUIDANCE PROGRAM

Grade 10

The English Department has long been interested in the development of career education curriculum. Through a team approach English teachers and counselors have developed a series of guidance activities for the tenth grade level.

The tenth grade program seeks to have the student understand his interests and aptitudes through the Differential Aptitude Testing Program. The student with the help of his parents incorporates his understanding of himself into decisions about his education and his goals. Through his personal research and development the student makes short and long term plans.

CAREER GUIDANCE PROGRAM

Grade 10

The following program is a synthesis of units written by members of the English Department (which are optional for teachers use) and the over-all career guidance program proposed and written by members of the Counseling Department which involves all grade 10 students.

I. Interest and Aptitude Testing.

A. Those students who have not taken an interest inventory during the ninth grade are encouraged to take the Kuder, Job-O or the P.I.E.S. survey. These instruments are available in the Career Center, and the student, with necessary instruction, may take them during released time from class or on his own time.

B. Students who may have taken one of the above inventories in the ninth grade, but who wish to take another of the tests, will be offered the opportunity to do so.

C. The Differential Aptitude Tests are administered to all tenth grade students during the first semester of the school year.

D. The GUHSD booklet, "Differential Aptitude Testing Program," is distributed to students. Counselors will interpret scores and their significance in class-size groups.

1. In addition to the cross-referencing in the DAT booklet of various occupational groups to relevant OVIS scores, individual sheets have been prepared which refer to relevant scales of the Kuder E,

Job-O, COPS, or P.I.E.S. interest surveys, so students may more easily relate their interests and aptitudes regardless of the interest survey instrument used.

2. Follow-up units on use of school and Career Center resources are offered. Included are the Vital Information for Education and Work (VIEW), Guidance Information System (GIS), and Occupational Outlook Handbook (OOH). Other follow-up units involve Career Center personnel, career decision making, etc.

3. Counselors are available for individual conferences with students and/or parents regarding the significance of the relationship between interest and aptitude. Parent participation and understanding of the program is strongly encouraged.

II. Decision-making and values clarification activities.

A. Decision making skills and understanding of the importance of individual values are developed by means of exercises and activities found in various publications dealing with values clarification strategies, the Deciding program, or the Grossmont District publication Decisions Make It Happen.

B. Individual research following an introductory visit to the Career Center.

1. Following interpretation of interest and aptitude inventories, students research at least one vocational field or occupation. This project includes research into the skills required for a specific job or career, the necessary training or educational program, future employment opportunities, expected salary and related factors. This assignment may take the form of an autobiography, an essary, or a narrative response to a well-structured questionnaire.

2. Speakers from various occupational fields, films, filmstrips, and other resources separately listed are utilized to assist students in investigating a variety of career opportunities. Students are given the opportunity to use college and junior college catalogs, VIEW materials, Occupational Outlook Handbook, the D.O.T., California Labor Department publications, and other information sources available through the Career Center.

III. Investigation of the world of work. Counselors and Career Center personnel work with teachers to encourage students to take advantage of the many opportunities available and to learn the following skills:

A. How to look for a job

1. Reading and understanding classified ads
2. Interviews with Mr. Dunton and other specialists in career development

B. How to apply for a job

1. Filling out applications
2. Taking employment tests
3. Interviews, in person and by telephone
4. Personal appearance and applying for a job
5. Employment agencies, including the State Department of Human Resources. How they work, what they offer.

C. Exploratory career experiences

1. Career development: paid employment
2. Exploratory career development
3. Teacher preparation programs
4. Office assistant, office work experience
5. Volunteer jobs

D. Student personnel files are expanded and updated

1. Most tenth graders have files established in the Career Center
2. Profiles of interest inventories, aptitude inventories, autobiographies, etc., may be added to these files
3. Letters of recommendation from employers, certificates of skill levels attained (i.e., typing speed), and other items may be added to the files. Students are encouraged to utilize the files as a resource for future job-seeking activities.

IV. The relationship between home, school, and career is explored.

A. Meetings with parents and students to explain the program are held, so parents may understand the relationship between values (theirs and the student's), the student's

aptitude and interests, the potential job market, and the education and training necessary to reach the desired goals.

B. By the time of pre-registration for fall courses, the eleventh grade program, students and parents should understand the relationship between their individual vocational and educational goals and the curricular choices for grade eleven. Understanding is demonstrated by appropriate choice of courses for the future.

CAREER GUIDANCE PROGRAM - GRADES 11 and 12

The Career Guidance Program for the last two years of high school is largely an individualized one. A single program for all grade 11 and 12 students appears to be inappropriate inasmuch as student needs vary widely at these levels.

The basis of the 11th and 12th grade program is a "Needs Survey" (see attached copy) which includes items reflecting the needs most often expressed by Santana students who took the Needs Assessment Card Sort during the development of the GUHSD Career Guidance Plan. Print-out of student responses to Needs Survey items (produced by District Data Processing Department) determine, to a large extent, the guidance activities in which students will be involved during their 11th and 12th grade years.

Appropriate referrals are made for individual or group work designed to remedy the needs expressed by each student. Activity periods and student free time are utilized insofar as is possible. Some use of classroom time is unavoidable, but it can usually be arranged for in advance.

Each member of the counseling and career center staff has responsibilities in developing strategies which will meet student needs in certain of the Survey areas and in carrying out appropriate programs and activities. Suggestions, ideas, and assistance from faculty members are WELCOMED! Career guidance must involve the total school to be most effective; counselors seek to work with all departments in developing and carrying out the best possible program for the students.

PLAN FOR ADMINISTRATION AND FOLLOW-UP OF "NEEDS SURVEY"

FOR GRADES 11 AND 12

I. Administration

Survey is given to all 11th and 12th grade students early in the school year.

II. Processing Information

Data Processing processes completed surveys and produces a print-out list of checked responses for each student and a sheet providing a listing of all students checking each item. Items are identified in print-out by item # and 13-character description.

III. Strategies for Responding to Student Needs

Lists containing names of students who responded to each of the Needs Survey items are utilized, and appropriate referrals made to the Career Center, individual counseling, group counseling, workshops, etc. Group work and Career Center referrals are arranged either during activity periods or by special arrangement with classroom teachers.

The program for 11th and 12th grade students varies from year to year, depending on the expressed needs of the students. Listed below, however, are some typical activities which may be offered during the school year:

A. A "Career Day" at which employers and training institutions display materials and talk to students.

B. Individual work with the GIS (Guidance Information System), a computer program which provides individualized information concerning 2 and 4 year colleges and relates student characteristics and needs to over 1000 occupations.

thousand occupations as these are related to student characteristics and needs.

C. Workshops in communication and interpersonal relationship skills.

D. "How to Study" workshops.

E. Workshops dealing with college planning, scholarships, financial aids, etc.

F. Workshop series in test-taking skills and anxiety reduction.

G. A "Curriculum Day" at which the departments of the school display their products and demonstrate their program.

H. Workshops in job-finding skills, applications, interviews, etc.

I. Parent meetings regarding college planning and finances, junior colleges, and vocational training.

SANTANA HIGH SCHOOL

NEEDS SURVEY - GRADES 11 & 12

NAME _____ GRADE _____ STUDENT #_____

A. PERSONAL NEEDS
Check those statements which apply to you.

____A001. I need to know more about my own abilities, interests, etc.
____A002. I need help in relating my own interests and abilities to the kinds of work I might get into.
____A003. I need help in working out some personal problems.
____A004. I feel the need to relate better to other people.

B. SKILL NEEDS

____B001. I need help in learning test-taking skills.
____B002. I need help in job finding and how to get the job I want. (Where to look, interviews, application-resume)
____B003. I need to learn how to keep a job and get promoted.
____B004. I need to learn how to work with other people on the job---supervisor, co-workers, etc.
____B005. I need to find a place where I can get some actual on-the-job experience.
____B006. I need help in learning how to study.

C. TRAINING AND EDUCATIONAL NEEDS

____C001. I need information about meeting high school graduation requirements.

I would like to know more about job training through:
____C002. High School vocational classes
____C003. Adult School
____C004. ROP
____C005. Trade Schools
____C006. Business Colleges
____C007. Vocational Program at Community College
____C008. Apprenticeship
____C009. Beauty College
____C010. Other

____C011. I'm not sure where to get training for the job I want.
____C012. I need information regarding college requirements and the different kinds of colleges, costs, etc.
____C013. I need help in how to prepare for college.
____C014. I need information regarding financial aid for training and education after high school.
____C015. I need help regarding how to prepare now (in high school) for a job or training later.

D. PARENT INVOLVEMENT

I need to involve my parents in my planning for:
____D001. College
____D002. Career
____D003. High School Program

E. OCCUPATIONAL INFORMATION NEEDS

I need information about the occupations which I have checked below. These are occupations which I think I might like to enter. (Try to pick a related occupation if the occupation in which you are interested is not listed.)

AGRICULTURE AND NATURAL RESOURCES

___001. Animal Groomer
___002. Animal Keeper/Zookeeper
___003. Commercial Fisher
___004. Conservationist/Ecologist
___005. Dairy and Livestock
___006. Exterminator
___007. Farmer
___008. Fish and Game Warden
___009. Forester/Park Ranger
___010. Gardener/Groundskeeper
___011. Horse Trainer/Breeder
___012. Nursery Worker/Landscaper
___013. Poultry Rancher
___014. Veterinarian

BUSINESS AND OFFICE

___015. Accountant
___016. Bank Teller
___017. Bookkeeper
___018. Cashier
___019. Clerk Typist
___020. Computer Operator
___021. Computer Programmer
___022. Court Recorder
___023. Insurance Agent/Adjustor
___024. Keypunch Operator
___025. Office Machine Operator
___026. Personnel Worker
___027. Real Estate Salesperson
___028. Receptionist
___029. Secretary/Stenographer
___030. Stockbroker
___031. Supermarket Manager
___032. Systems Snalyst

COMMUNICATIONS AND MEDIA

___033. Author/Writer
___034. Cable TV Installer
___035. Interpreter/Translator
___036. Lithographic Printer
___037. Newspaper Reporter/Journalist
___038. Photographer
___039. Radio and TV Announcer
___040. Radio/TV Producer
___041. Radio/TV Technician
___042. School Media Aide
___043. Technical Writer/Illustrator
___044. Telephone Installer
___045. Telephone Operator

CONSTRUCTION

___046. Architect
___047. Bricklayer
___048. Carpenter
___049. Cement Mason
___050. Draftsman
___051. Electrician
___052. Heavy Equipment
___053. Painter/Paperhanger
___054. Plumber
___055. Surveyer

CONSUMER AND HOMEMAKING SERVICES

___056. Butcher
___057. Child Care Attendant
___058. Cook/Chef
___059. Dietitian
___060. Dry Cleaner
___061. Fashion Designer
___062. Floral Designer/Florist
___063. Home Economist
___064. Household Worker
___065. Executive Housekeeper
___066. Interior Designer/Decorator
___067. Janitor
___068. Seamstress/Tailor
___069. Waiter/Waitress

FINE ARTS AND HUMANITIES

___070. Actor/Actress
___071. Commercial Artist
___072. Dancer
___073. Musician/Music Teacher
___074. Professional Athlete
___075. Singer

HEALTH

___076. Chiropractor
___077. Dental Assistant
___078. Dental Hygienist
___079. Dentist
___080. Hospital Attendant/Nurses Aide
___081. Hospital Administrator
___082. Inhalation Therapist

HEALTH Con't

____083. Licensed Vocational Nurse
____084. Medical Assistant
____085. Medical Lab Worker
____086. Occupational Therapist
____087. Optometrist
____088. Pharmacist
____089. Psychiatric Aide
____090. Physical Therapist
____091. Physician/Doctor
____092. Registered Nurse
____093. X-Ray Technician
____094. School Nurse

INDUSTRIAL, MECHANICAL, AND REPAIR

____095. Air Conditioning, Heating, And Refrigeration Mechanic
____096. Aircraft Mechanic
____097. Appliance Repair
____098. Auto Body Repair
____099. Auto Mechanic
____100. Auto Painter
____101. Auto Parts Salesperson
____102. Electrician
____103. Electronic Technician
____104. Farm Equipment Mechanic
____105. Industrial Machinery Mechanic
____106. Machinist
____107. Motorcycle Mechanic
____108. Service Station Attendant
____109. Welder/Metal Worker

MARKETING AND DISTRIBUTION

____110. Advertising Worker
____111. Auto Salesperson
____112. Food Store Checker
____113. Manufacturers Sales Representative
____114. Model
____115. Purchasing Agent/Buyer
____116. Sales Clerk
____117. Store Manager
____118. Warehouseman

PERSONAL SERVICES

____119. Barber/Beauty Operator
____120. Chauffeur
____121. Funeral Director
____122. Health Salon Worker
____123. Hotel/Motel Worker

PUBLIC SERVICES

____124. Clergy/Religious Worker
____125. Counselor
____126. Fireman
____127. Government Worker
____128. Lawyer
____129. Librarian/Library Aide
____130. Mail Carrier
____131. Military Service
____132. Police Officer
____133. Post Office Clerk
____134. Probation/Parole Officer
____135. Psychologist
____136. Recreation Worker
____137. Social Worker
____138. Teacher
____139. Urban Planner

SCIENTIFIC AND TECHNICAL

____140. Aerospace Engineer
____141. Biologist
____142. Chemical Engineer
____143. Chemist
____144. Civil Engineer
____145. Drafting Technician
____146. Electrical Engineer
____147. Electronic Technician
____148. Engineering/Science Technician
____149. Geologist
____150. Mathematician
____151. Mechanical Engineer
____152. meteorologist
____153. Oceanographer/Marine Biologist
____154. Photographic Technician

TRANSPORTATION

____155. Airline Ticket Agent/Clerk
____156. Air Traffic Controller
____157. Airline Pilot
____158. Airline Stewardess/Flight Attendant
____159. Bus Driver/Taxi Driver
____160. Flight Engineer
____161. Merchant Marine Sailor/Officer
____162. Railroad Worker
____163. Truck Driver

A Report of the Understanding of Career Development and Self-Understanding of Tenth Grade Students at Santana High School, June 1976

Barbara G. Spaulding, Ph.D.
Counselor, Santana High School

Pre-Post Testing of Tenth Grade Students on Understanding of Career Development and Self-Understanding

This study represents one phase of evaluation of a four-year career guidance program at Santana High School, one of the Grossmont Union High School District schools. All of the district schools are developing four year programs, following a district-wide Master Guidance Plan. Santana implemented most aspects of their complete plan during the spring semester of 1976. The Santana plan includes: interest surveying of ninth-graders with other introductory career planning activities throughout the school year; aptitude testing of all tenth graders followed by further activities which relate interests, aptitudes and values to career planning; individualized and small-group activities throughout eleventh and twelfth grades, based on a needs assessment survey administered to all eleventh and twelfth grade students.

The instrument used to evaluate effectiveness of the tenth-grade program (a copy is attached) was the Santana Career Maturity Assessment (SCMA) This was developed by the counseling staff at Santana High School under the leadership of William Dunmeyer, then Department Chairman. The instrument consists of: 17 multiple choice questions concerning vocational career development: 9 aptitude scales on which students rated themselves as Above Average, Average, or Below Average: and 10 interest scales on which students rated themselves as on the aptitudes. The aptitude scales were taken directly from the D.A.T. and the interest scales from the Kuder E.

Tenth grade English students were asked to complete the SCMA in class at the beginning of the second semester and again at the end of the semester. Two classes of each level (C, A, and R) were used and the same students received both the pre- and the post-test. A total of 169 students completed the form at both times. The total class size (Grade 10, 1975-76) is slightly less than 600.

All tenth grade students were given the D.A.T. in November, 1975. This administration was in one large group at a single sitting. Interpretation of resulting scores was done in individual English classes during the second semester, after administration of the SCMA and after administration of a vocational interest survey. Students were given their own scores with an explanatory booklet which directed them to further sources of information on careers. Discussions of the relation between interests and aptitudes were held in all classes.

All tenth grade students were given the P.I.E.S. (Picture Interest Exploratory Survey). In a few cases this was accomplished in individual classrooms but it generally occurred in groups of 100-120 students. Discussions of the meaning of the activity and relations between aptitudes and interests were again held and students were informed of available sources of career information and encouraged to do individual research. (Santana High School has a well-equipped, convenient and attractive Career Center which is open during school hours to students. It is staffed by two aides and at least one counselor is on duty much of the time.)

The matching of subjects for the pre- and post-tests and for fully scored D.A.T. forms reduced the available N to 94. Analysis of these data is presented below. The inclusion of matching scores on the interest scales brought the N down to 30 and analysis of these data is presented separately. One weakness of this study results from the fact that the interest scales on the SCMA are based on Kuder E scores and are not easily convertible to the P.I.E.S. Only a portion of the subjects had been given the Kuder E, and that was administered in the spring semester of the preceding year. Correlation between self-perceived interests in the spring of 1976 and measured interests in the spring of 1975 could be affected by maturation, the simple passage of time, attention given to the importance of interests during the time period, and a number of external factors. There seem to be too many uncontrolled variables for any valid inferences to be drawn and any conclusions should be made with caution.

In scoring student responses to the aptitude scales the D.A.T. scores were converted to stanines and keyed as follows: "Above Average" corresponds to a stanine score of 7, 8, 9. "Average" to stanines of 4, 5, 6. "Below Average" to stanines of 1, 2, 3. Thus, if a student rated herself as "Average" on an aptitude scale and had a D.A.T. score of 6 the response was graded as being correct.

For those students who had Kuder E scores a similar method was used. Following the profile sheet explanation for the Kuder E, a score which fell below the 25th percentile was considered "Below Average". From the 25th percentile to the 75th percentile was considered "Average", and above the 75th percentile was considered "Above Average".

TABLE A: Distribution by ability-level in English classes

N = 94		% of Sample
IIC (College Prep)	55	58.5
IIA (Average)	24	25.5
IIR (Remedial)	15	16
	94	100

Completed Kuder E, Spring 1975

N = 30		
IIC	14	47
IIA	11	37
IIR	5	17
	30	101

The second chart includes those students in the first chart whose records contained fully scored Kuder E surveys from the previous year.

TABLE B: Change in scores from February (pre-test) to May (post-test) administrations, 17 multiple choice items on career development.

	Improved Scores	No Change	Decreased Scores
IIC Overall improvement $\bar{X}$ .4	23 (42%) $\bar{X}$+1.82	19 (35%)	13 (23%) $\bar{X}$ -1.69
IIA Overall improvement $\bar{X}$ 1.37	11 (46%) $\bar{X}$ +3.8	9 (37.5%)	4 (16.5%) $\bar{X}$ -2.25
IIR Overall improvement $\bar{X}$ 1.47	28 (73%) $\bar{X}$ +2.5	1 (6%)	3 (20%) $\bar{X}$ -1.3
Total N=94 Overall Improvement $\bar{X}$ .24	44 (47%) $\bar{X}$ +2.5	29 (31%)	21 (22%) $\bar{X}$ -1.14

TABLE C: Change in scores from February (Pre-test) to May (Post-test) administrations, self-appraisal of aptitudes and D.A.T. Scores

	Improved Scores	No Change	Decreased Scores
IIC Overall improvement	35 (63.5%)	5 (9%)	15 (27%)
$\bar{X}$ .4	$\bar{X}$+ 2.48		$\bar{X}$ - 2.06
IIA Overall improvement	15 (62.5%)	6 (25%)	3 (12.5%)
$\bar{X}$ 1.8	$\bar{X}$ +3.7		$\bar{X}$ -3.3
IIR Overall improvement	13 (86.5%)	2 (13%)	--------
$\bar{X}$ 2.8	$\bar{X}$ +3.23		
Total N=94	63 (67%)	13 (13+%)	18 (19%)
Overall Improvement			
$\bar{X}$ +1.44	$\bar{X}$ +2.81		$\bar{X}$ -2.47

TABLE D: Change in scores from February (pre-test) to May (post-test) administration, self-assessed interests and Kuder E scores

	Improved Scores	No Change	Decreased Scores
IIC Overall Loss $\bar{X}$ 1.2	1 (7%) $\bar{X}$ +2	2(14%)	11 (78%) $\bar{X}$ -1.8
IIA Overall Loss $\bar{X}$ .09	3 (27%) $\bar{X}$ +2.3	2 (18%)	6 (54%) $\bar{X}$ -1.3
IIR Overall improvement $\bar{X}$ .8	3 (60%) $\bar{X}$ +1.3	2 (40%)	----
Total N=30 $\bar{X}$ -.5	7 (23%) $\bar{X}$ +2.2	6 (20%)	17 (56+%) $\bar{X}$ -1.07

DISCUSSION

Table A. Distribution by ability level

Although Santana does not have over half of the tenth grade students placed in college prep (IIC) classes, the subjects in this study were so distributed. Only two explanations for this distribution come readily to mind. First, the English teacher who supervised distribution of the tests has large, college-prep classes and this probably had some influence on the ultimate distribution. In addition, of those subjects who were originally administered the SCMA, slightly under half were IIC students. The final N of 94 apparently reflects the fact that more IIC students not only answered all of the instrument questions, but had also taken the DAT in its entirety and were in the classes the previous year which had been given the Kuder E and had completed scoring the Kuder. The papers which were illegible or were incomplete came from groups other than the IIC students - perhaps an unsurprising result.

Table B.

This table reflects correctly answered questions on the seventeen multiple choice fact items of the SCMA. It appears that students did increase their general knowledge of career development, with the IIR students making by far the greatest improvement. Not only was there an overall increase in correct scores, but there was an overall increase at each ability level.

Table C.

This table reflects the change in students' self-understanding as indicated by increased agreement between measured aptitudes (D.A.T.) and self-assessment of aptitudes. Again we see an overall improvement, and again it is the IIR students who improved the most. This appears to indicate that interpretation of the D.A.T. results to the students was successful.

Table D.

In this factor there was a net decrease of correctly identified self-rated interests when compared to measured interests. The overall mean decrease was .5, with a mean decrease of 1.8 among the IIC students and 1.3 for the IIA students. The IIR students actually experienced a mean increase. For reasons previously discussed it does not seem valid to draw any conclusions from this portion of the study.